

**Response to Intervention
Cohort/Pilot training session:
Progress Monitoring: Measure What You Treasure**

Session 1

**January 31- February 1, 2012
Richmond, Virginia
Sponsored by the
Virginia Department of Education
Office of Student Services**

Response to Intervention

Cohort/Pilot training session: Progress Monitoring – Measure What You Treasure

Session_1_1_31_2012_Part1.mp3 - Welcome

H. Douglas Cox – Assistant Superintendent – 8:30 am – 8:45 am
Dr. Cynthia A. Cave – Director of Student Services

H. Douglas Cox – Presentation of Resolutions

Virginia's Tiered System of Supports (VTSS) Benchmarks – 9:00 am – 10:00 am

Alexandra Hart – Rtl Coach/Consultant
Dr. Richard Bowmaster – Rtl Coach/Consultant

00:00:00

Dr. Cave: I'm going to give you a one minute warning, but I think it's 8:30 isn't it? Yes. That's right, so I think what we're gonna do is get started. Of course it's my pleasure to welcome you all back. I'm Cindy Cave and I'm Director of Student Services. Everybody in the offices of Student Services [indiscernible], some of you for up to four years, going on four years. And we began with sixteen schools that willingly stepped up and said, yes we want to work with the state. WE want to see what response to intervention is about, we're going to help you define it. And we're willing o take our resources and work with our staff and teachers, and begin this journey. Knowing it was a long journey, then after we had working with our sixteen schools for a year or so we began to realize that if you're going to do response to intervention it really is systems change.

00:01:01

Dr. Cave: So you really have to work with all your schools in a division, you can't take an elementary school in isolation, having an island of excellence. And then send those school, those school kids off to their next level, their next middle school and suddenly things are being done the way that they used to be done. So then we asked folks to step up and say if you want to continue with this on this journey, will you be a division, a pilot division and work. And uh, dedicate your resources and help us develop the technical systems for the entire state. And you all said that you would, and so we as always, we learned so much from you. And we're so happy to have this relationship. And um, today what we want to do before we get started is sort of recognize all of our um, schools. Our sixteen schools that began with us. Most of you all have continued on the journey with us in becoming a division that's really, not all of the schools have continue with this technical assistance that we are developing, defining Response to Intervention Virginia.

Response to Intervention

Cohort/Pilot training session: Progress Monitoring – Measure What You Treasure

00:02:11

Dr. Cave: Some of you surpassed us, and have continued with implementing division-wide, but you've developed your systems and processes, and are going at a pace that is exceeding out. And we still look to you for assistance and guidance and help as well. So we wanted to pause and sort of celebrate the fact that we are on this multi-year approach, and we said it wouldn't be that way back when. And provide some resolutions to our original sixteen that began with us, and some of you who are still with us. So Susie is gonna help me with this in terms of, we have asked that I don't know if ya'll are familiar with our resolutions, of course you're probably familiar with your own school board resolutions. But our board or education develops these lovely documents suitable for framing.

00:03:09

Dr. Cave: That express their recognition of individuals and school systems that have contributed to our progress in public education in this commonwealth. And this is what this resolution of appreciation says. It says, "Whereas the response to intervention program creates better and more adequate instruction in mathematic in reaching, provides a new and different way to identify struggling students early, and provides appropriate instructional interventions. And whereas by participating in the pilot for the state-wide Rtl program, these schools have now rendered an important and far reaching public service through exemplary work that has lead to program and student success, and whereas these efforts have helped give teachers a vital and ongoing resource that has and will continue to be a major, and play a major role in promoting and ensuring a brighter strong future for the students of the commonwealth."

00:04:14

Dr. Cave: Now therefore be it resolved that the members of the board of education express sincere appreciation to the administrators and teachers of the Rtl pilot schools for their participation in the pilot program. And for their diligent and conscientious work toward high academic standards that will richly benefit Virginia's young people for many years to come. Presented this day, January 2012. Eleanor B. Saslaw, President and Patricia I. Wright, Superintendent of Public Instruction. So this our recognition and we'd like to call schools up here. When I call oh well first on is Augusta County, and the person that is not here yet is Augusta here yet? No. All right, so we will give this to them when they come.

00:05:00

Response to Intervention
Cohort/Pilot training session: Progress Monitoring – Measure What You
Treasure

Dr. Cave: Yay, we're going to clap for them anyway. [Applause] Now Bath County, Les Balgavy, he's our principal of Valley Elementary, and I know Les is here cause I saw him this morning. Les where are you? Yay! So I can hand you the award. Les you want to make a speech, no. No I'm just joking. Gloucester, Gloucester has been with us our pilot schools, and continuing as a division, so Evelyn come up here. [Applause]. I understand you can't hear me. Can you hear me better if I just stand here and then project?

00:06:13

Dr. Cave: There is no reason for me to stand up there, no I don't have any microphone. Is this better? Can you hear better? No? Okay how about, oh now we have sound. Okay now I'll go back and say everything I said like ten minutes ago. No I won't. we of course are recognizing our original sixteen schools, and the folks that began this journey with us. Loudon.

00:07:00

Dr. Cave: Elaine Layman, where is she? She is enough, we appreciate everything that you have done. Just stay up here a second, and Loudon is an example of pilot schools that have, they've gone on, they're still working on Rtl, that we call on to provide training. And of course you all know by now some of you that have been with us long, longer that as you have had successes we will call on you for training. Not only with our pilots here, but also when we present. We had the pleasure of presenting at the ASCD, Regina. And we called on one of our schools to come work with us Dale, and had an opportunity for Cindy to present with us. This is the exciting part when we're finally at a point where we have something to show, we have results to show with kids. And we have a process to share, so I thank you for doing that with us.

00:08:00

Dr. Cave: All right, we have wonderful representation from Martinsville today. We have Angelique Downing, who is director of instruction for federal programs and federal programs. Tamara Vaughn who is one of our principals at Albert Harris, and then we have a member of their school board who came with them, Carolyn McGraw. So we're please to present this to Martinsville, ya'll come on up, all three of you. [Applause]. Thank you so much, Martinsville has been here. This is fun, you know I could like. [Laughs]. Thank you. And our next, oh okay. And North Hampton, where Amy, Chuck Lee, and Jaime where are ya'll, Vera. There, oh you're close. [Applause, Laughter].

00:09:02

Response to Intervention
Cohort/Pilot training session: Progress Monitoring – Measure What You
Treasure

Dr. Cave: So glad to have you all continuing. Okay. Mecklenburg, Heather, Tuck. I know Heather is here cause I saw here. Where is she? There she is. [Applause] Rtl coordinator. Hey. Ya'll you've been with us a long time. And Portsmouth, you know this is, we're not slighting Portsmouth, um we just didn't realize that Portsmouth was coming so we don't have their resolution with us. But we will have it available and make it available to you. So how about if you get double hugs, because. [Applause, Laughter] I've got, and we've got Allen Taylor, right here the English Education, and Karen. Oh that's right and Karen. Thank you for being here.

00:10:00

Dr. Cave: And Prince Edward, we have Laura Williamson, I saw here this morning in line. There she is. [Applause] So is it set, and Prince William where is Jane Lawson, Dr. Lawson, yay there she is. [Applause] It's awesome ya'll are really investing, I just heard about a training that's gonna take place pretty soon. Oh we have, we actually have photographer with us. [Laughter] Congratulations to you.

Dr. Lawson: Thank you very much.

Dr. Cave: Pulaski, where is Bridgette, I saw Bridgette too. [Applause] Bridgette Parsons who is the Rtl coordinator.

00:11:00

Dr. Cave: Oh we got more folks coming up here. All right tell me everybody's name.

Kim Sing: Kim Sing.

Dr. Cave: Kim Sing, principal right?

Kim Sing: Right.

Dr. Cave: And Linda Edwards, and Kim's coach. All right thank you all, you all have been with us a long time too. Yay. Shenandoah, all righty, you know we, we stole one of Shenandoah's, Sandy Hurt, we, she's one of our consultants now. When she retired we said, oh you're coming with us, you're not retiring. Evie Lunanberg (?), assistant superintendent and Stacy of course. Stacy is now director of elementary instruction. She was our principal when she began with us. There they are. [Applause]

00:12:00

Response to Intervention

Cohort/Pilot training session: Progress Monitoring – Measure What You Treasure

Dr. Cave: Thank you, thank you all. Thanks so much for your commitment. And Smith, Dennis Carter, where is Dennis director of instruction? [Applause, Laughter] Yay, let's clap please. I want you to know this man has cell reception, so if you have Sprint or some other bars they're likely to go on and off here as you're trying to make calls. This guy has it. All righty, yes. I was just asked if the, this recognition would be shared with school boards and superintendents, and absolutely yes. We want folks to know the contribution that, I mean this is the heart and soul. Man this is the incubator where Rtl is being developed and carried out, and it's working.

00:13:01

Dr. Cave: It's very exciting. All righty I think now we're ready to move on to our, to our start. As you know we've been featuring our consultants that work with you school divisions because they're so knowledgeable. I told you, I already told you we took Sandy away from Shenandoah, and Rick Bowmaster was superintendent, and we stole him. And took him away as soon as he retired, we said no you're not retiring, you're coming to work for us. And we have asked Rick and Sandy to go over with you our latest product. You know we've worked with you for four years, and we have been working so fast and furiously. We haven't had the opportunity to write down in paper and capture our procedures, the things that you have learned that have worked. We have one manual, we have a couple of other monographs we've put together. But ultimately our goal is to have a series of written documents.

00:14:01

Dr. Cave: As well as webinars, that other school divisions in the state can use and take advantage of. So the thing that we have finished are what we call the benchmarks for our Virginia Tiered System of Supports. We are, and you all are the first to hear this, we're transitioning from calling this effort in Virginia response to intervention only. We're actually moving to call it the Virginia Tiered Systems of Support, VTSS. And all you UVA fans, you know we didn't mean to say VT, Virginia Tech. But you know it just did turn out that way. [Laughter] But Virginia Tiered Systems of Support, we have, we wanted to capture, and if ya'll have gone to some of the other state's websites you'll see that many of them have what they call standards and components of Rtl implementation. What does it take to provide leadership for Rtl implementation, when we talk about curriculum in Rtl, what does that mean and what does that look like?

00:15:03

Response to Intervention

Cohort/Pilot training session: Progress Monitoring – Measure What You Treasure

Dr. Cave: When we talk about instruction what does that look like? If you are rolling out Rtl you know as division and school leaders that you can't just do one thing at a time. You have to do multiple things at time, and you, and you need to have a blueprint, something that can tell you where are we on our journey. And there are phases as you know. There is implementation, you're just beginning, you're emerging, you're just trying to figure the whole thing out. And then there is also the part where you're finally developing your processes as you're developing your schedule. You're developing, you're choosing your interventions. And then ultimately one day we will be at sustaining, where it will be in place. But as you're making this journey there needs to be, there need to be areas that you can look back on and say okay where are we now? What do we need to do in each one of these? If I were division superintendent trying to roll out Rtl I would want to get all my leadership folks around and say, "Okay lets do a strategic plan, what do we have to do and how many areas do we have to do it?"

00:16:05

Dr. Cave: And that's what these, these benchmarks do. And we have asked, I asked Rick and Sandy if they would walk you through these benchmarks. Because if you just pick em' up and look on em' on the piece of paper they don't do very much for you. But if you really use em' as a planning document, if you use them as a basis of discussion you will find that they're going to be extremely helpful on your journey. And I want to also say, I'm really excited because our second manual; you know we have that, our first introductory Rtl manual has been completed and on the website. We are close to the completion of our second manual, which is Implementation of the Virginia Tiered Systems of Supports. And it, it's a document that is a companion document to these benchmarks, and really provides a more in-depth implementation guidance than what we have in our initial document. So that's going to be up within two months that's going to be available to you, along with these things.

00:17:03

Dr. Cave: I'm really excited that finally after four years or so we're beginning to document our efforts, and so Sandy and Rick are gonna walk through these benchmarks, and I'll tell you how they were developed. They were developed with you all now Steve Kukic, he came down he sat with us. He sat with the consultants who sat with Wayne, Barry; sat with myself, with Susie Truelove, with Doug Cox. And we said, all right, what is, what does Rtl look like when we have done it in Virginia, what is it gonna look like? What's gonna be in place, what is the system gonna look like? And we developed this through a couple of days. And then we, we shared it with a number of folks within the school division, within the department of education. With, and outside of the department of education, got some feedback and we feel as though that these

Response to Intervention

Cohort/Pilot training session: Progress Monitoring – Measure What You Treasure

represent VTSS, Virginia Tiered Systems of Support. And so we want to take a little bit of time this morning.

00:18:00

Dr. Cave: Okay, I'm gonna hand over the.

Ms. Hart: I'm gonna take that part I think Rick's gonna get the other one. Um, thanks Cindy good morning it's nice to see everybody. Rick and I are happy to be the first presenters for a couple of reasons, but one is because those chairs look way too comfortable. As Cindy said we're going to, our goal today is to give an overview of the benchmarks that we've developed. We're gonna primarily be talking within the leadership component of the benchmarks, and every time we get together, we'll review another part. But that's our goal. So the benchmarks have eight different components. And the only handout we have for our presentation today is the big, the benchmarks, which you have at your tables. It's in that, look on that blue paper.

00:19:01

Ms. Hart: Like any big idea, there is a lot of overlap among these different areas that we've talked about. Certainly leadership which we're talking about today is a big part of every, every component. It's also true that we've imbedded some ideas in all of these components. For instance the use of data to make decisions is something that we have addressed in every component. And also professional development, we've got that in all of them.

Dr. Bowmaster: They also are designed to align to other initiatives. We looked at the [indiscernible] if you look at school improvement, some of you are in school improvement, everyone has their own initiatives. But if you look at these, all of them align to each other, and it's important to be able to see how they overlap.

00:20:03

Dr. Bowmaster: Because you know we have leadership across the board in all of those initiatives. This is not an initiative, this is a process, it's a way of helping children. But it helps you see how other programs align to it.

Ms. Hart: So not only do we have the eight components, but as Cindy said we have a visual map, a way to access your progress through the benchmarks. And that is from emerging, to developing, and finally to sustaining. I think it's important to note that, we're really, this is designed for folks that are on the path to full implementation. So

Response to Intervention Cohort/Pilot training session: Progress Monitoring – Measure What You Treasure

we're not describing systems that haven't gotten started in this process. We all know that it takes a while. And many of us are still gonna find ourselves in the emerging column in many areas.

00:21:05

Ms. Hart: And that's, that's what we would expect. But ultimately the goal is for everybody to get to a sustaining process.

Dr. Bowmaster: Well, as you go through these you will find that you'll fluctuate sometimes, because especially for those pilot divisions, you'll go back and begin to refine what you've been doing. And you might find yourself going from developing backing to the emerging stage as you suddenly realize, you know let's look at our mission again, let's look at our vision again. And let's begin to tweak that. So you may loop back and be in emerging, but quickly come out and go over to developing and on to sustaining. So don't panic if you find yourself you know wading back and forth between these as you grow.

Ms. Hart: So we hope you're gonna find a lot of uses for this document.

00:22:03

Ms. Hart: And we've listed some that we anticipate you using them for on the, on this slide. When I think back to what we started in Shenandoah several years ago, we used the, the NASDE blueprint, and like everybody else we kind of complained about the document. We didn't think it was that friendly. But when I reflect back on our use of it, it was invaluable. And I think two ways really strike home to me. That it, it, it helped us know what to talk about, I mean we were so early in this process that we could have gotten on one path and just kept on it. And it, it kept us reviewing, and reflecting on the whole big picture of Rtl. And the other huge reason that it helped us is that we had conversations around that document with different components and different departments within our division.

00:23:05

Ms. Hart: So that our special educators and our regular educators were sitting down at the table and really looking, and answering questions together. And coming to a common understanding through that process. And it wasn't just special education, it was federal programs, it was the folks involved in school improvement. That was very important to our process, and speaking of school improvement we, we included in this list that we hope this will be useful to you as you identify your small wins to celebrate.

Response to Intervention

Cohort/Pilot training session: Progress Monitoring – Measure What You Treasure

We know that's a big part of ways that we move forward through school improvement, so we added that to our list as a reminder. So we want to move on and let you guys work as teams with these benchmarks and let you guys get involved with them. So we have a little activity.

00:24:03

Ms. Hart: You could tell because you got markers and [indiscernible], we'd like teams to work as division teams, so if you have more than one division at a table you're probably gonna need more handouts, and we'll, we'll bring them too you. Or more materials, we'll bring them to you. But what we'd like you to do is just focus on the leadership component of your benchmarks and as a team go through each of the sentences of the benchmarks. They're really one sentence each. And then discuss as a team how you feel your division has done with that benchmark. And then we're going to use the highlighters at your table to highlight them. So if you feel like you are comfortable with a benchmark in the leadership component, highlight it in yellow.

00:25:01

Ms. Hart: You're gonna find some things you really haven't tackled at all, you might have thought about them but you really haven't taken any action in that area. Highlight those in blue. And I think many of us will find a lot of benchmarks that you have certainly started on, but the way the benchmark is described you know that you still have more work to do in that area. So I know you can't read this, but I wanted to give you a visual representation of what your paper is going to look like, but I, I am gonna refer to it. And you see it in your benchmarks, so my imaginary team was looking through that first column under leadership, and the first benchmark refers to a clearly written vision statement that has been created and shared at the division and school level. So the team was very comfortable that they certainly had that.

00:26:02

Ms. Hart: And they highlighted it in yellow. Going down to the other yellow benchmark, this one refers to the mission statement. The school division mission statement has student performance as it's highest priority. So this team, yes, they know their mission statement. They, they're very comfortable that student achievement is a big part of that statement. They highlighted that in yellow. To move back to the blue, parents and other stakeholders in the community are included as valuable participants in the development of the TSS process. I suspect that there are many divisions that whereas they're thinking in terms of parents, and they're planning their parent communication,

Response to Intervention

Cohort/Pilot training session: Progress Monitoring – Measure What You Treasure

they may not yet have included parents in those internal workings. And so I have marked that as a blue thinking that, that my imaginary team hadn't started that yet.

00:27:06

Ms. Hart: That yet. And then all the way down to the pink one, this refers to a common language in TSS. A common language of understanding of terms and principles of TSS is defined and shared with all employees. So in reading and discussing this benchmark the team decided that yes they had written down some of their terms, in fact they had a glossary. But it was a glossary they were using as a leadership team. They had not shared it with all employees by any means, and it might be that it wasn't time to do that. But that benchmark had not been completed, and so they marked it in pink. I'm gonna, so after you've done your emerging column with the highlights feel free to go on to developing and sustaining.

00:28:06

Ms. Hart: That's completely up to you, do as many of these as you like. But we'd like you to have a conversation. Also then at your table we have a little action plan handout. And again if you have more than one division team at a table, you'll need some extras and we're gonna give you those in just a minute. So we'd like, we hope that the discussion you have about the benchmarks is gonna generate some thought about, okay well this is what we want to work on next. So we've given you the little action plan, where, we're asking that you in your own words just write down, what are those goals gonna be for us next. And then an area where you can identify the individuals that are already, the steps they're gonna take to do that. And then the individuals that are gonna be involved in it, and give yourself a timeline. And think about what you're gonna do, how you're gonna know you're finished with it.

00:29:04

Ms. Hart: What kind of evidence are you gonna have. Now if I go back to my old imaginary team discussion of the pink and the blue. This team may decide they're gonna, they're gonna continue with that benchmark that they didn't finish, and get that done, or they may be satisfied with that one partially down for now, and they may go right into working on the parent communication. That's' all part of the conversation you're gonna have as a division team. Now we're gonna give you about twenty minutes to work on this, and then we'd like to have some form of reporting out but this is a big group. So what we'd like to do is ask you then to choose a goal or two that you've settled on, and write using your markers, write those on the sentence strips on your

Response to Intervention

Cohort/Pilot training session: Progress Monitoring – Measure What You Treasure

table. Again in your own words, you don't need to identify which division it's coming from unless you want to.

00:30:03

Ms. Hart: And then we're going to take the sentence strips up on the wall, and you can choose any of the four areas on the wall with the poster paper. And we have a group, a place where we're gonna put the emerging strips, and then a place for the developing strips, and if you're in sustaining wonderful. You can put it on, put it on the wall. So that's gonna be our, our reporting out process. Now, we have tape, that's why the strings of tape are at your table, for you to tape the sentence strips on the paper. Some, Rick's reminding me that some of the tape is on the chairs. Yeah. Cindy just asked me a question, I see some other hands.

00:31:00

Ms. Hart: Cindy just said, are they supposed to post the sentence strips on the wall. On the emerging, or the sustaining papers. Yeah, you know what if you have a question please come on up to a mic so we can hear ya, cause if you have it everybody has it. You're taking your goal from your planning document and writing one goal per sentence strip in your own words for your division on a sentence strip, and then just put em' under emerging or developing. One of the things I forgot to ask as you started this was please you all do a lot of training back in your division, please be thinking of creative ways to use these benchmarks, and did anybody come up with an idea that they would like to share about how they plan to use these benchmarks back in your own division?

00:32:14

Ms. Hart: Well if you want to share at some point we'd like for you to do it. We're gonna leave all the sentence strips up, and feel free to go around and look at them in the course of the conference. We hope it will help all of us get a sense of where we're working, what we have in common, and where we're going. We're hoping that this was a successful process for you, it seemed to be because you seemed very engaged. We were speculating that perhaps you felt that your situation was unique, you had things that you didn't feel you had in common with anyone else. As you started your conversation, maybe you felt you were at different places and you were able to resolve some of that in your reading.

00:33:04

Response to Intervention

Cohort/Pilot training session: Progress Monitoring – Measure What You Treasure

Ms. Hart: And that you all appear to be able to settle on a goal. So I hope that that is true of what you did. Anyone want to share any part of the process with us before we move on? Okay. Thank you. We're gonna move on to another topic.

Dr. Bowmaster: Okay I want you to think way back to November. Prior to all that time of Christmas and this January, but think back to November.

00:34:01

Dr. Bowmaster: And the training that we had when we were at the Sheraton Hotel, what was it on? Don't make me call on some divisions. Because I will.

Dr. Cave: Give em' a hint.

Dr. Bowmaster: Larry Tihen, superintendent, superintendents get very upset if you don't remember them. Okay, let me, Richmond County. Told you I'd call on somebody. Okay, one thing from the training, Sarah. Okay I'm going to pay for this when I got there for my next visit, but one thing you remember from the last training. Yeah in November.

00:35:00

Dr. Bowmaster: Okay. Okay, well yes. And that's a good lesson, because they realize that they had to broaden their scope of who was hearing and receiving the training. And so they have a different make up of a team coming this time around. Okay let's go over to Shenandoah. Move over to Shenandoah, we'll pick on them this time. I'm sorry Richmond County. Okay. Without heat.

Shenandoah: I think the one thing we took from last time is to act now on the ideas you have for student improvement, and then adjust as data presents itself. You know the moral imperative of doing it now.

00:36:00

Dr. Bowmaster: Very good, right. [Applause] We actually have a volunteer group over here, what county?

Halifax: Halifax County. The former superintendent from Florida School Systems shared his fabulous plan, and we got lots and lots of information from it.

Dr. Bowmaster: Very good, okay so that's what we're going to focus on for the next few minutes here, and you know typically we were taught ready, aim, fire. But the thing that

Response to Intervention

Cohort/Pilot training session: Progress Monitoring – Measure What You Treasure

he pointed out was it's really about ready, fire, aim. And it's thinking about not that you're just aimlessly going to do something, without a target. But the key was nothing gets done unless you actually do something. So you have to think about fire being activate. Ready, activate, and then aim. So you begin something, and then you pull back and say whoa, now we have some data to work with. And you begin looking at that data, and it goes back to the benchmarks.

00:37:01

Dr. Bowmaster: Where you might say, you know what we really thought we were in the developing stage with this, but gosh you know the high schools were over here. One elementary schools are over here, the middle schools are over there. So we really need to come back and give focus, and so you may move back to that emerging stage. But at least you've activated and you're taking that action. Do you have, oh I have it. You know the ready, fire, aim, really it represents a purposeful learning and taking learning risks that are embedded into the psyche of a successful organization. One of the things that we heard when we were walking around the room during the activity was that, from several places who have leadership changes over the summer. And a lot of times whether you change a principal or whether you change a superintendent that may impact how you fall on your benchmark list. You may have to back and start over in the emerging stage sometimes with a new principal.

00:38:07

Dr. Bowmaster: Or with a superintendent, and you really have to get them back on board to understand that you know, it's not a program. It's, it's a process for helping individual children. This next one might be a little hard to read, but it's, think on I was an elementary teacher, primary teacher for a number of years so I always have to relate things to children's literature. How many of you have heard of the book *If You Give a Mouse a Cookie*? Okay. If you give a mouse a cookie what happens? And if you give him milk he asks for, a straw you know. If he asks for a straw he asks for whatever. So and it keeps going on. Kind of think of it this way, when you remember to get anywhere you have to do something. In doing something you need to focus on developing skills.

00:39:00

Dr. Bowmaster: Once you get those skills, the acquisition of those skills increases your clarity. Once you're having better sight the clarity results in the ownership. Once you have the ownership, you're doing all this together and working as team to generate shared ownership. Once you have shared ownership you become persistent which leads to resilience and resilience is your best friend. And think about that through

Response to Intervention

Cohort/Pilot training session: Progress Monitoring – Measure What You Treasure

leadership changes, whether it's the leadership of the classroom level of the teacher. Where you may have a gradient level that's just clicking along, and all of a sudden you have two out of sixth grade level people retire. And you've got to go back and make some changes at that level, or at the principal level. Or even higher up. The key to this next slide you know leaders need to support, they need to activate. They need to extract, they need to galvanize that moral commitment that is in the vast majority of teachers.

00:40:05

Dr. Bowmaster: And here it's really about that teacher efficacy. And thinking back your first year of teaching. And you think oh gosh I wish I could go back and apologize to that class for that first year, because over the years you've developed your skills. And so you, you taught say third grade. You're moving along the principal say, oh you're moving down the to, to kindergarten next year. Your level of efficacy kind of drops very quickly. You're like oh wow. But you pick up because you have that resiliency as a teacher you quickly realize, you know good teaching is good teaching, and it doesn't matter what eh grade level. You just have to learn the curriculum. So it's the same thing with leaders you know, you become an assistant principal that first year your level of leadership your self efficacy drops a little cause you're new to the position. You click along, you become principal you go, "Oh my it's all mine now."

00:41:03

Dr. Bowmaster: But you develop better skills, and so as leaders remember that it's your responsibility to also have that vast majority of commitment from your teachers. Most teachers want to make a difference, and they especially like leaders who help them and their colleagues achieve success in terrible circumstances. And you think well what's a terrible circumstance? If you're in school improvement it's pretty bad circumstance, you know but don't think of it as a bad circumstance. It's really a challenge. And it's really about how do we make learning equitable for all children, and all does mean all. At the last sessions we talked about you know the moral imperative realized. And they say it's the passion, the purpose and the capacity of teachers in the service of students being the key. And that's so important to have that peer-to-peer teacher support.

00:42:04

Dr. Bowmaster: Teachers work with each other, but part of what we as coaches are doing and part of what the student services office at the state levels is doing, is giving you some of that peer to peer support. That will be able to help you see where growth is needed, where your quick wins are, where success has happened. But really the key

Response to Intervention

Cohort/Pilot training session: Progress Monitoring – Measure What You Treasure

here in leadership is that the new niche of school and district leadership is to realize this purpose, this passion, that teachers in the service of students is the key. And ensure that that passion, that purpose, and that capacity does serve all students. And again all means all. It's not no, the gifted, or just the title 1 students. You know, it or the special Ed. It's everyone working in unison together. It's also moving from intervention to prevention.

00:43:00

Dr. Bowmaster: You know the key is yes we're sitting here inter, making interventions for children. But really the key is to prevent further gaps from happening. And to be able to close those gaps. You know, you, in working as a team you know you're not going to close some gaps all at one time. If you have a gap in kindergarten that gap started you know, as a toddler. And that gap is finally beginning to realize once the child enters school, and it's it's important to know. How do we, what interventions are going to prevent further gaps from being created? It's also about accepting, you know collaboratively the responsibility and share accountability for the systems growth, just not a school's growth. We're working with both school teams and division level teams here today. And I think that's important.

00:44:00

Dr. Bowmaster: Because we know that the division leaders have to have the same training as school leaders, and you think about at a classroom level when you're training your teachers. It's just as critical to train those teachers' assistants, or the instructional assistants, or the guidance people. You know anyone who is touching that child's education, having a common language, having common vocabulary, it's critical to be able to help close the gaps that exist. When we look at, leadership and progress monitoring this afternoon we'll be talking, Regina will be talking to you about progress monitoring. And then at our what March meeting? We'll be going back and looking at the progress monitoring benchmarks some more. But it's access to data, and it's taking that data and making it active and understanding what good data is, what bad data is.

00:45:03

Dr. Bowmaster: Most of you hopefully have been through the nuts and bolts workshop and you know what good data, bad data looks like. You know hopefully that in I know what I'm hearing from the divisions I'm working with that they understand good data, they understand bad data, and even at the teacher level. The teachers have a better understanding of what, understanding purpose of assessments. Looking at assessment maps, and the key here also is professional development. And that is critical. Because

Response to Intervention

Cohort/Pilot training session: Progress Monitoring – Measure What You Treasure

professional development, we have a lot of fiscal resources allocated to teacher training, leadership training. But it's making sure that they're a result of looking at the data. Did you want to say more about [indiscernible]? Also decisions that optimize student growth, and we see those taking place when we go out and visit with you.

00:46:03

Dr. Bowmaster: You know you're looking at okay, what is happening, what is not happening that's causing this child to grow or not to grow. And looking at also those multiple measures that are out there as well as with some fidelity checks. But one of the things to remember is that we need to make sure that the drive is within us to make progress. You know, progress is not a fad, school, continuous school improvement is not a fad. If you go back to the 1800s, you go back to the 1700s, it was also about making progress over time. You know, when no child left behind came in year, 2000s, early 2000s we thought, 100% there is no way we're going to reach 100%. Well now our benchmarks are 91 and 90%, and we have schools making those. We have schools that went from the teens, and they're now in the 60s and 70s over time.

00:47:02

Dr. Bowmaster: And so educators are resilient and they accept a challenge, and so think of the no child left behind era much like when president Johnson came into office and he told the teachers you will make massive reform to education. Most of those teachers are probably pretty much retired at this point, but that was a generation of teachers that stood up and met the challenge the same as this generation of teachers. Fidelity checks that is going to be critical for fidelity checks if this time as you look at your budget process. You know, when you're looking at your federal programs money, and they're saying okay we need to cut here. We need to cut here, there. Think about okay, let's go back and look at our test data, or the pro, whatever program you're using. Make sure that you're getting results. If you're not doing fidelity checks and ensuring that the programs are done as they are scientifically designed to do, and you're not getting the results, and you're doing everything right.

00:48:09

Dr. Bowmaster: Is it worth spending your money on that? Reallocate the money elsewhere. Also you want to get results, but you're not going to get results unless all teachers are on board. So if you have new teachers coming in, or new leaders coming in you've got to make sure that they're on board as well. And also don't bite off more than you can chew. The, pick a few priorities. And I think when we look around the room at what you're doing on the sentence strips a few priorities get those results, and

Response to Intervention

Cohort/Pilot training session: Progress Monitoring – Measure What You Treasure

then pick a few more. Don't bite off more than you can chew. And then I think we have to also realize that two things, you need to keep the moral imperative as a personal commitment. You know, every, I don't know if any educator out there who doesn't take when a child doesn't succeed personally.

00:49:05

Dr. Bowmaster: As what did I not do? You know what can I do differently. You know student failure, becomes personal to us. And if it's not personal to you, uh you know are you in the right business. But I think you know, those of us in this room know when we see a child not growing we see how we bang our heads against the wall. And all of a sudden we see those ah ha moments. And then we have to just stay focused, and and despite leadership changes, whether it's at the school level, or at the uh system division level. You know stay focused on those priorities and communicate. That's why we said it's so important to go back to your, take the resolutions that those systems got today and share them with your school board. More importantly, if you got one of those resolutions, and you have a photo op that you had here, maybe you create one back at your office.

00:50:06

Dr. Bowmaster: And you have a small newspaper, put it in your newspaper. Ask your reporter to come out and talk about how you're individualizing instruction for all children. Because despite it, the media likes to report good news on education. So any questions? I think most importantly we touch what we value. And let's make sure we value the right things. You know the key is taking that child, ensuring that he's an average reader, great in math, to a successful graduate, because reading and writing and math are birthrights for anyone regardless of where you live. You know reading is a birthright, and I think that's critical to remember. Okay, I think Cindy wanted to.

00:51:00

Dr. Cave: Thank you Rick, thank you Sandy we are so fortunate to have our Rtl, our VTSS consultants be so knowledgeable. Have worked in the system, and of course Sandy was assistant superintendent in Shenandoah. And Rick was superintendent in North Hampton, and we also have Steve, school psychologist Pulaski. We have Regina, we stole her from Orange, and then when she was our consultant, we said no you have to come work with us if you're gonna be a consultant. So we're so fortunate to have talented people working on this initiative. With us at the state and that includes Wayne Barry who we know and Susan Truelove, and so thank you so much for that, I

Response to Intervention

Cohort/Pilot training session: Progress Monitoring – Measure What You Treasure

appreciate that. The work you've done. [Applause] Yes. And you notice that Rick said when we come back in March, we will go through this exercise again.

00:52:02

Dr. Cave: Very first thing, we'll use the blueprints and we'll look at the progress monitoring section. Because now we're gonna begin this session of training on progress monitoring. And we'll spend the rest of the time looking at that. Now, for the rest of today and tomorrow that'll give you a chance to go back, look at your benchmarks. See what you have to do to work on that, and then when we come back in March, we'll use them to see all right what's progress? What have we done, what else do we need to do? So, take a ten minute break or so cause we're gonna come back here at 10:15 to begin again, and ya'll have done very well. Take a moment to walk around and look what people have put up, it's very interesting to see what they posted, so see you in a few minutes.